



Policy and Program Committee Meeting

Monday, October 16, 2023

7:30 p.m.

Education Centre Boardroom

AGENDA

- A - 1 **Opening**
Call to Order
(a) Roll Call
(b) Declaration of Conflict of Interest
(c) Welcome/Land Acknowledgement
The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Métis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.
- B - 1 **Approval of the Agenda**
"THAT the Policy and Program Committee agenda be approved."
- C - 1 **Approval of the Minutes**
* *"THAT the Minutes of the Policy and Program Committee dated May 8, 2023, be approved."*
- D - 1 **Business Arising from Minutes and/or Previous Meetings**
- E - 1 **New Business - Program**
* (a) Student Census Survey Executive Summary 2022-23 (K. Edgar) (I)
* (b) Reading Intervention – Systematic and Evidence Based Reading Program (L. Munro) (I)
* (c) Grand Erie Math Achievement Action Plan (GEMAAP) (L. Munro) (I)
* (d) Curriculum Updates (L. Munro) (I)
* (e) Education, Quality and Accountability Office (EQAO) Results 2022-23 (L. Munro) (I)
(f) [Mississaugas of the Credit First Nation Education Services Agreement Progress Report 2023-24](#) (K. Graham) (I)
(g) [Six Nations of the Grand River Education Services Agreement Progress Report 2023-24](#) (K. Graham) (I)
* (h) Student Transition Update (K. Graham, R. Vankerrebroeck) (I)
(i) [Student Dress Code](#) (K. Graham) (I)
- F-1 **New Business – Policy** - Nil
- G - 1 **Adjournment**
"THAT the Policy and Program Committee meeting be adjourned."
- H - 1 **Next Meeting Date:** January 15, 2024



Policy and Program Committee Report

Monday, May 8, 2023

Education Centre Boardroom

MINUTES

Present: Committee Chair: S. Gibson (MS Teams), Trustees: G. Anderson, R. Collver, B. Doyle, T. Waldschmidt, L. Whiton

Administration: Director: J. Roberto, Superintendents: K. Graham (MS Teams), K. Edgar (MS Teams), L. Munro, J. Tozer, L. Thompson, J. White (MS Teams), R. Wyszynski (MS Teams), Recording Secretary: K. Ireland-Aitken, Executive Assistant C. Dero (MS Teams)

Visiting Trustee: Trustee C.A. Sloat

Regrets: Trustee C. VanEvery-Albert

Guests: J. Bell, General Legal Counsel (MS Teams)

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed.

(b) **Declaration of Conflict of Interest** - Nil

(c) **Welcome /Land Acknowledgment Statement**

Acting Chair B. Doyle called the meeting to order at 6:35 p.m. and read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: G. Anderson

Seconded by: S. Gibson

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Approval of Minutes**

(a) **March 20, 2023**

Presented as printed.

Moved by: G. Anderson

Seconded by: R. Collver

THAT the Minutes of the Policy and Program Committee meeting dated March 20, 2023, be approved.

Carried

D - 1 **Business Arising from Minutes/Previous Meetings** - Nil

E - 1 **New Business - Program**

(a) **Managing Information for Student Achievement (MISA) Update**

Presented as printed.

In response to a question, it was noted that Grand Erie uses and summarizes data to support student learning.



Policy and Program Committee Report

Monday, May 8, 2023

Education Centre Boardroom

MINUTES

(b) **Early Reading Report**

Presented as printed.

Superintendent Munroe confirmed that both the Early Literacy Assessment Tool (ELAT) and the Benchmark Assessment System (BAS) are tools to build the profile of a reader from an asset lens and enhance the continuity of learning through responsive instruction from Kindergarten to Grade 8.

In response to a question, the Multi-Language Learner team provides direct support to the classroom educator to identify strengths and build upon a student's first language and then support literacy development in the English language.

(c) **Dual Credit Report**

Presented as printed.

(d) **Graduation Coach (Cultural Mentor) Update**

Presented as printed.

Superintendent Graham confirmed that Graduation Coaches are funded by the Ministry of Education under a Transfer Payment Agreement.

F - 1 **New Business - Policy**

(a)-(p) Moved by: T. Waldschmidt

Seconded by: G. Anderson

"THAT the Purchasing Policy (BU-06), School Councils Policy (SO-02), Distribution of Materials in Schools Policy (SO-04), Emergency Planning Policy (SO-05), Student Suspensions Policy (SO-06), Student Expulsions Policy (SO-07), Bullying Prevention and Intervention Policy (SO-10), Code of Conduct Policy (SO-12), Access to Schools and Facilities Policy (SO-13), Field Trips and Excursions Policy (SO-15), Hiring of Employees Policy (HR-03), Health and Safety Policy (HS-01), Workplace Violence Policy (HS-02), Student Concussion and Head Injury Policy (HS-10), Harassment and Objectionable Behaviour Policy (HR-05) and Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees Policy (HR-07) be forwarded to the June 26, 2023, Regular Board meeting for approval."

Carried

In response to a question regarding the draft Purchasing policy, it was noted that the authority level of \$2,500,000 is appropriate when compared to other boards in the province.

(q)-(r) Moved by: S. Gibson

Seconded by: T. Waldschmidt

"THAT the Equity and Inclusive Education Policy (SO-14) and Reporting of Wrongdoing Policy (HR-23) be forwarded to the May 29, 2023, Regular Board meeting for approval."

Carried



Policy and Program Committee Report

Monday, May 8, 2023

Education Centre Boardroom

MINUTES

(s) **Policies to be Rescinded**

Presented as printed.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

A friendly amendment was agreed upon to change the date from May 29, 2023 to June 26, 2023 to ensure there were existing policies in place during the public consultation period.

“THAT the Supplier Exclusivity: Food Services and Vending Machines in Schools Policy (F1), Cyberbullying Policy (SO9), Progressive Discipline and Promoting Positive Student Behaviour Policy (SO11), Event Planning and Organizing Policy (SO26), Violence Threat Risk Assessment and Intervention Policy (SO29), Service Provision for Students with Special Education Needs Policy (P-01), Bereavements Policy (HR1), and Safe Work Practices Policy (FT15) be forwarded to the June 26, 2023 Regular Board meeting to be rescinded.”

Carried

G - 1 **Other Business** - Presented as printed.

- (a) Supplier Exclusivity: Food Services & Vending Machines in Schools Procedure (BU-001)
- (b) Progressive Discipline and Promoting Positive Student Behaviour Procedure (SO-011)
- (c) Event Planning and Organizing Procedure (SO-026)
- (d) Violence Threat Risk Assessment and Intervention Procedure (SO-029)
- (e) Bereavements Procedure (HR-001)

H - 1 **Adjournment**

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Policy and Program meeting be adjourned at 7:33 p.m.

Carried

I - 1 **Next Meeting Date:** October 16, 2023



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Karen Edgar, Acting Superintendent of Education
RE: **Student Census Survey 2022-2023 Executive Summary**
DATE: October 16, 2023

Background

In 2017, the Ministry of Education established the Education Equity Action Plan, in response to the persistent underachievement of marginalized student subgroups since implementation of Equity and Inclusive Education in Ontario Schools (2009). The Equity Action Plan was scheduled to last three years, with the goal of eliminating systemic barriers to educational equity for marginalized students, as measured by academic achievement and sense of belonging. In 2019, the Grand Erie District School Board conducted its first Student Census. A critical step to ensuring equity and addressing systemic barriers is to gain a clearer understanding of who our students are and of their school experience. In order to achieve this step, Grand Erie conducted a second student census in the Fall of 2022.

Additional Information

In the fall of 2022, the Student Census was open for voluntary completion by students in Grades 4 to 12. Due to a low completion rate, the window for completion was extended with an accompanying campaign to raise awareness about the survey in an effort to increase the rate of completion. When the window was closed, the completion rate for students in Grades 4 to 12 was 58%, compared to a completion rate of 83% in 2019. In addition, parent(s)/caregiver(s) of students in Kindergarten to Grade 3 were given the opportunity to complete the survey on behalf of their student. The completion rate for this group was 5.3%. Given the low completion rate for the survey, comparisons between the 2019 results and the 2022-2023 results should be made with caution. As part of the process input was provided to reflect Six Nations and Mississaugas of the Credit First Nations in the census.

Next Steps

School Administrators will receive their school-based data and should consider it as one source of data in the completion of their School Achievement Plans. The forthcoming School Climate Survey will include many of the same types of demographic questions as the Student Census Survey in order to gather data that will inform the work in Grand Erie. A comprehensive survey completion plan will accompany the Climate Survey.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on building a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

Karen Edgar
Acting Superintendent of Education



Grand Erie District School Board

Count Us In - Student Census 2022 - 2023

Background:

Ontario's Education Equity Action Plan is the province's roadmap to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. This means working together with all stakeholders to bring the action plan to life and create a learning environment that inspires every student to reach their full potential and to become personally successful, economically productive and actively engaged citizens.

A critical step to ensuring equity and addressing systemic barriers is to gain a clearer understanding of who our students are and of their school experience. In order to achieve this step, the Grand Erie District School Board conducted its second student census in Fall of 2022.

Methodology:

Data collection was opened to all students in the Grand Erie District School Board with a link was sent to each students' Grand Erie email address. Students in Grades 4-12 were asked to complete the census, while parents/caregivers of students in Kindergarten to Grade 3 were invited to log into their child's email and answer the questions on behalf of their child.

The Kindergarten to Grade 3 survey was limited to identity questions such as race, ethnicity, religion, disability, country of origin and socio-economic status. Students in Grades 4-12 were asked additional questions about their school experiences. Questions regarding sexual orientation and gender identity were restricted to students in Grades 7-12 only.

Parents/caregivers were given the option to not have their child(ren) participate. In total 887 students (3.2%) opted out of the census. In the Kindergarten to Grade 3 version 250 students opted out while in Grades 4-12 there were 637 students that chose not to complete the census. By comparison, in 2019 there were only 85 students who opted out of the census. This is more than a seven-fold increase in the same age group (Grades 4-12)

Response Rate:

In total there were 11021 responses out of 27476 eligible students (students who did not opt out) for an overall response rate of 40.1%. The Kindergarten to Grade 3 version resulted in a response rate of 5.3% and the student version (Grades 4-12) had a 58.0% response rate, down from 83% in 2019.

Executive Summary:

** Note:

For the purposes of this report, references to the term Indigenous includes Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nations, Metis and Inuit.

- A total of 1199 respondents (11.9%) identified as Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nations, Metis, or Inuit.
- Most students in Grand Erie identified as White (72%). There is greater racial diversity in Brantford, where 36% of respondents identified as race other than White, followed by Brant County (24%), Haldimand County (23%), and Norfolk County (17%).
- Most respondents (85%) reported their ethnic or cultural origin as Canadian.
- Almost two-thirds of respondents (63%) did not identify with organized religion.
- Students who identified as **Indigenous were given a further opportunity to identify their beliefs and teachings. Almost three-quarters (72%) identified their identity as First Nations.
- Students in Grades 7-12 were asked about their sexual orientation and gender identity. Three in ten students (30%) reported being something other than Straight (e.g., Asexual, Bisexual, Gay, Lesbian, and Pansexual). When asked their gender identity, 8% of respondents identified as something other than Male and Female.
- More than one in ten respondents (11%) reported some form of disability (e.g., learning disability, mental disability, visual disability, etc.). Of these, 42% reported a learning disability, followed by mental health disability (27%) .
- A total of 565 students, representing 6% of respondents, were not born in Canada. The majority of these students have been in Canada for more than two years (79%) .
- Generally, respondents have a positive attitude toward school. Students believe that their teachers care about them (76%), and they also feel accepted by the adults at school (75%).

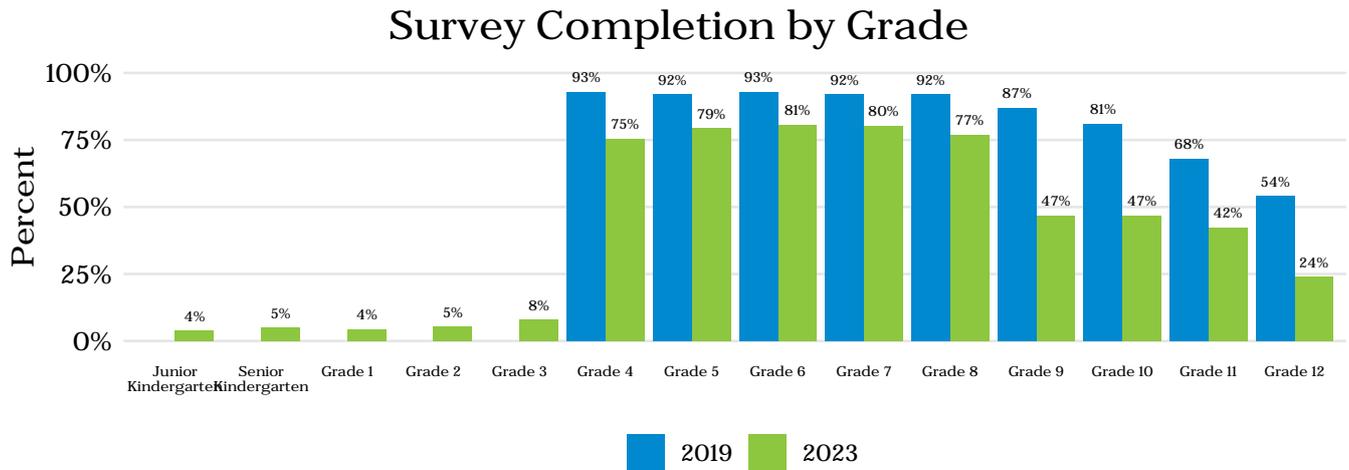
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1: Survey Completion by Grade.

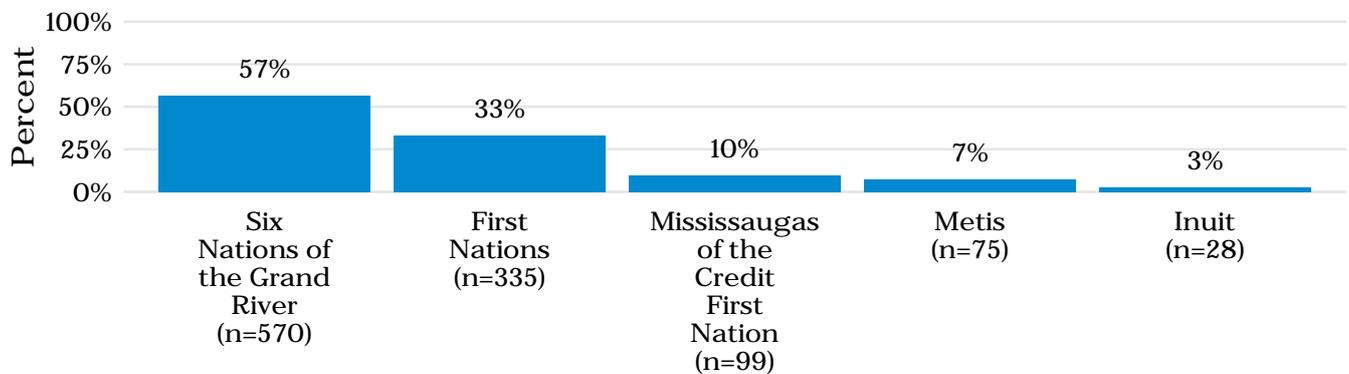
The following chart shows the response rate by Grade for both the 2019 and 2022 student census.



2: Students who identified as Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nations, Metis, or Inuit

A total of 1199 (12%) respondents identified as Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nations, Metis, or Inuit.

The graph below shows the distribution of these students, most of whom identify as Six Nations of the Grand River (57%).



Respondents were able to select more than one option resulting in total percentages more than 100%

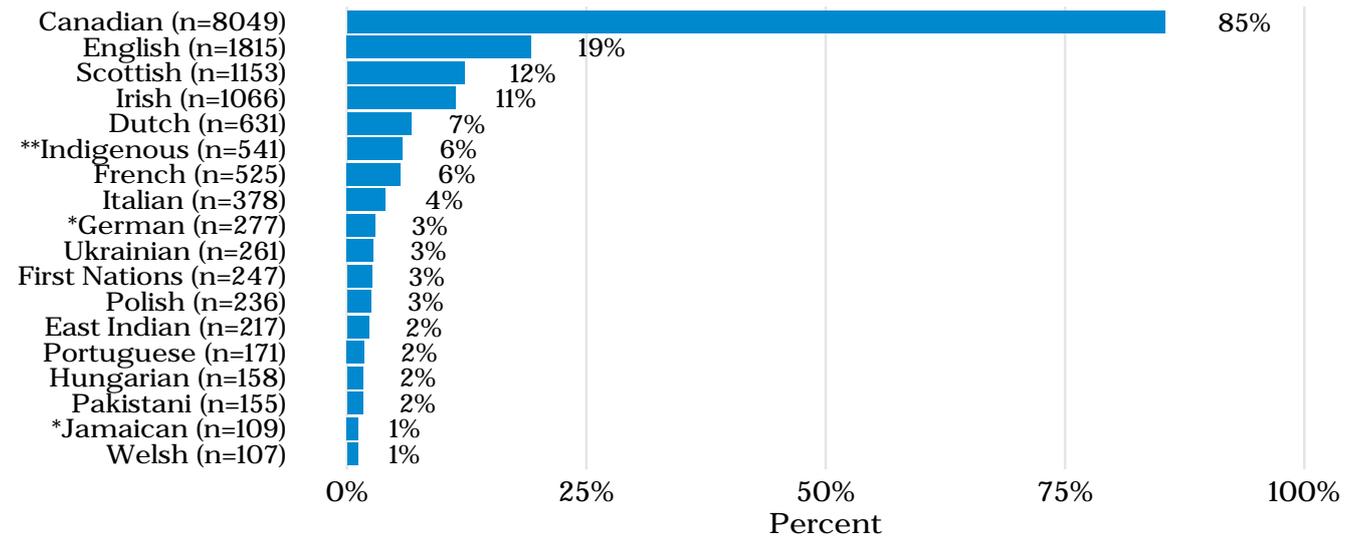
3: Which race category best describes you?

As shown in the figure below, each racial group is shared with another. The large majority of students identified as White (77%). Of these students, 5% indicated that they shared an additional racial identity, i.e. the student selected both White and an additional category.



4: What is your ethnic or cultural origin(s)?

The chart below shows the distribution of all ethnic or cultural backgrounds reported by respondents. Most respondents indicated they identify as Canadian (85%).

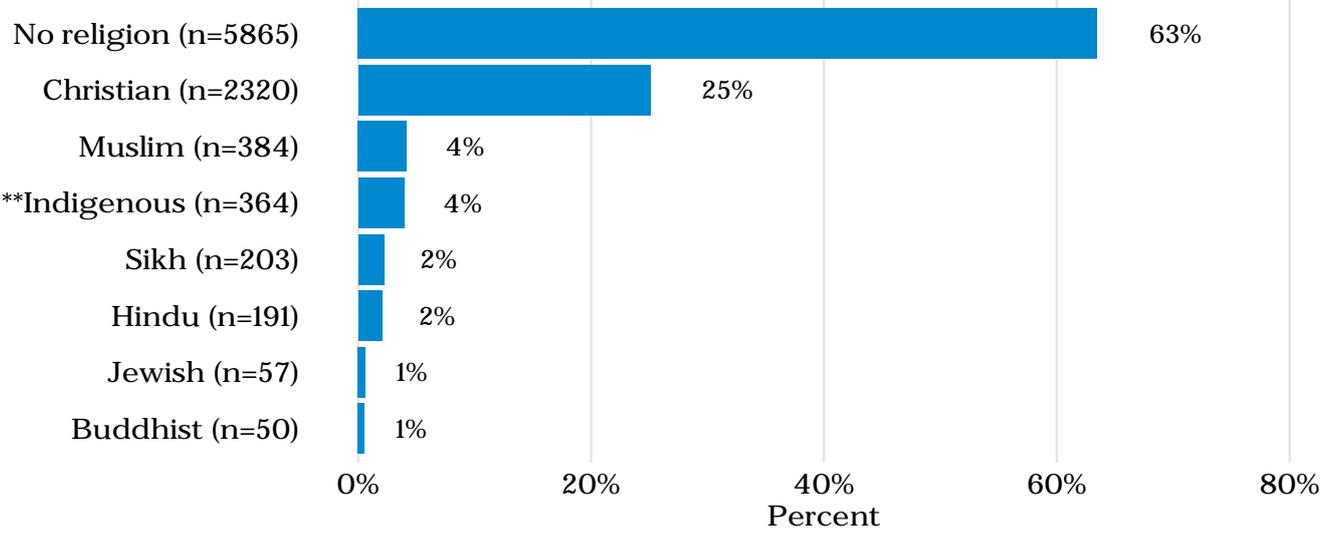


Respondents were able to select more than one option resulting in total percentages more than 100%

*Derived from the open responses.

5: What is your religion and/or spiritual affiliation?

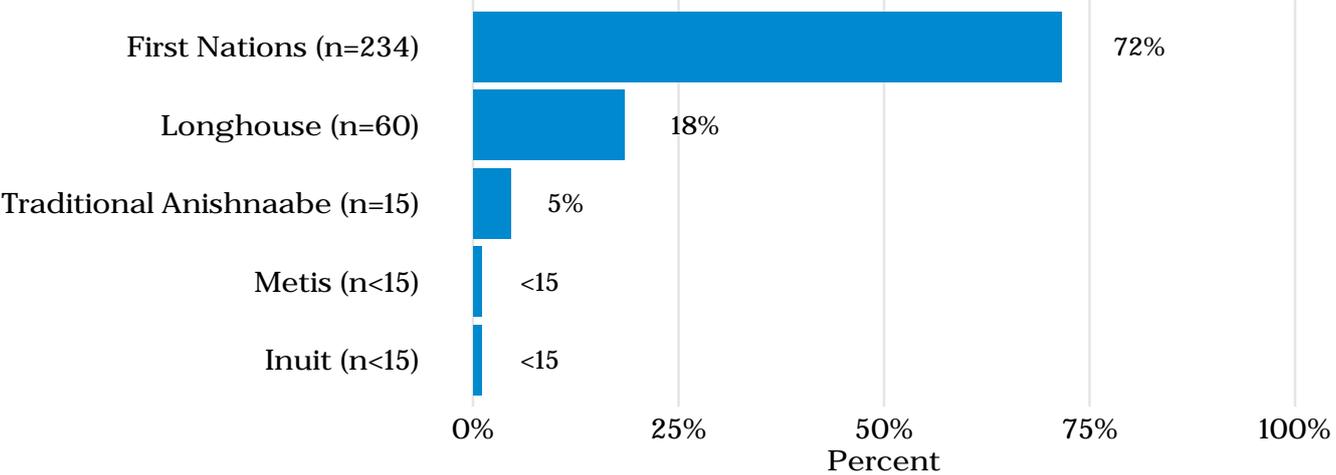
The following chart shows how religion or spiritual affiliation is distributed among respondents. Most respondents did not identify with organized religion (63%).



Respondents were able to select more than one option resulting in total percentages more than 100%

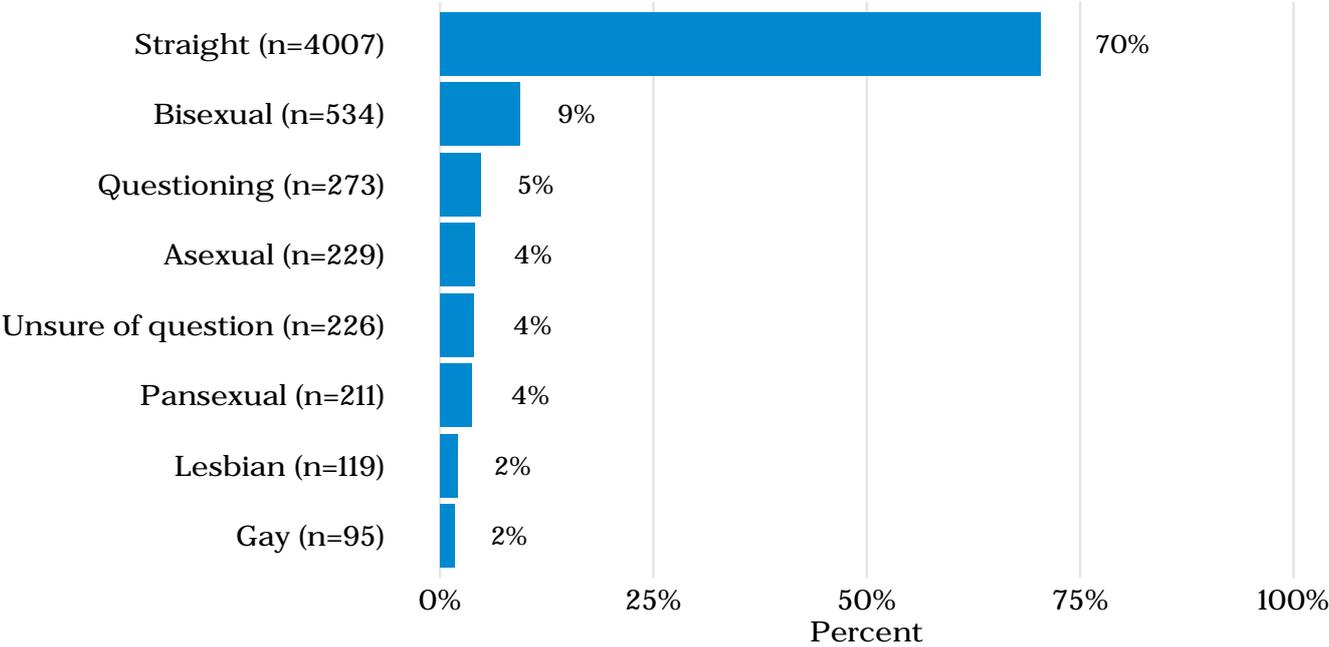
6: Students who identified themselves as **Indigenous were given an additional opportunity to identify their beliefs and teachings. (n=364)

As indicated in the chart below, most respondents who identified as **Indigenous identified as First Nations (72%).



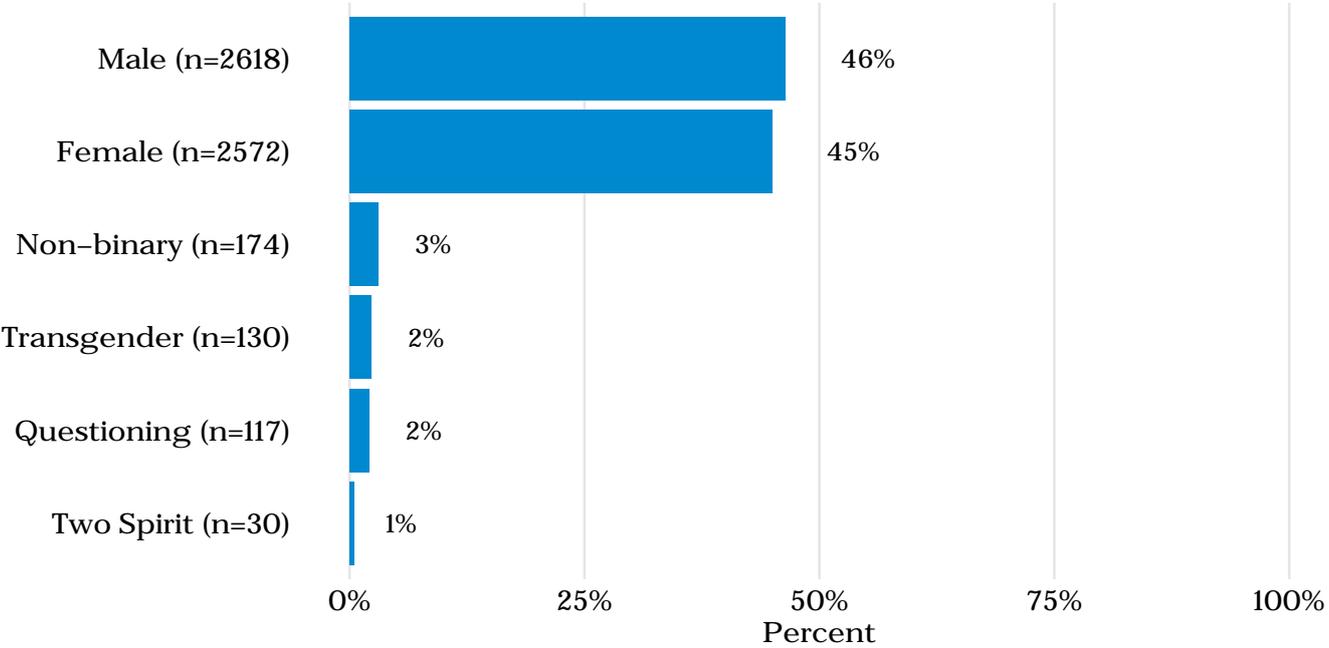
7: How do you identify your sexual orientation? (Grades 7–12)

The chart below shows the different types of sexual orientation. Most students identified as Straight (70%).



8: How do you identify your gender? (Grades 7–12)

The chart below shows different types of gender as reported by respondents. While the majority of students identify as either Male or Female, 8% identified as a different gender.

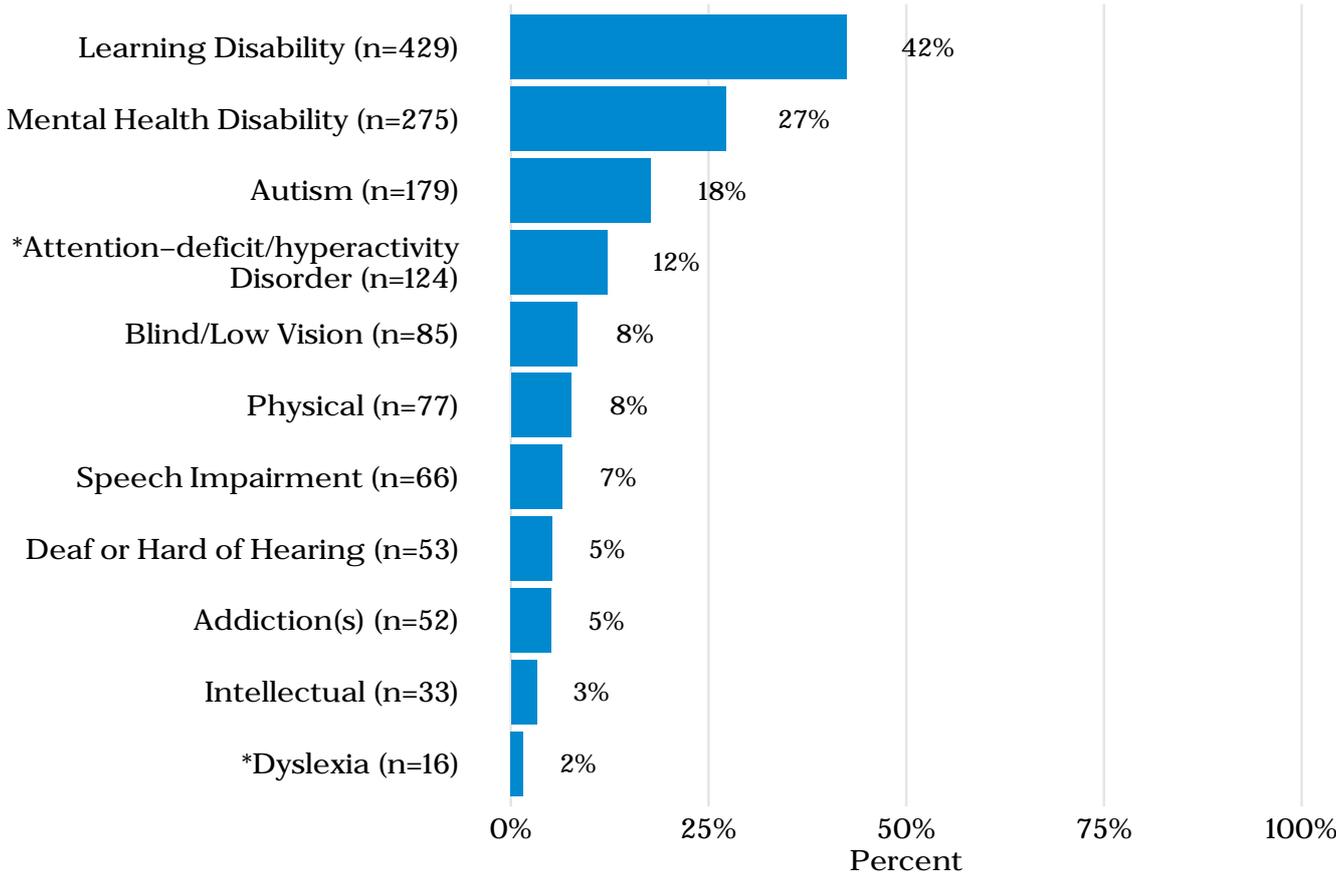


9: Students who identified as having a disability

A total of 1142 (11%) , reported having a disability (e.g., physical, mental, and learning disabilities, hearing or vision disabilities; epilepsy, environmental sensitivities)

10: How would you describe your Disability?

The chart below shows the distribution of disabilities. The three most common responses by students who identified as having a disability are Learning (42%), Mental Health (27%) and Autism (18%).



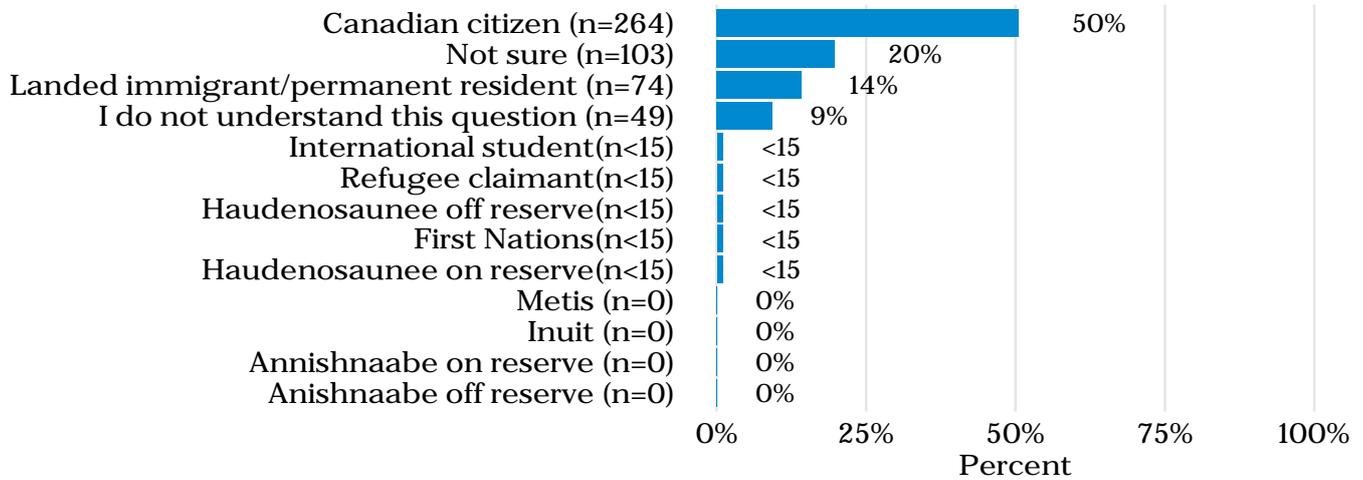
Respondents were able to select more than one option resulting in total percentages more than 100%

*Derived from the open responses.



11: Were you born in Canada?

A total of 565 (5.7%) respondents indicated that they were not born in Canada. Of these 565 responses, 523 provided information on their current status. Half of these students reported being Canadian citizens.



Numbers below 15 are not reported out. Additionally, some students did not complete this section. The numbers may not reflect the total numbers of students in Grand Erie.

The chart below provides a breakdown of respondents' time in Canada. Of 565 respondents who indicated they were not born in Canada, 548 reported their time in Canada. The large majority (79%) have been in Canada for more than two years.

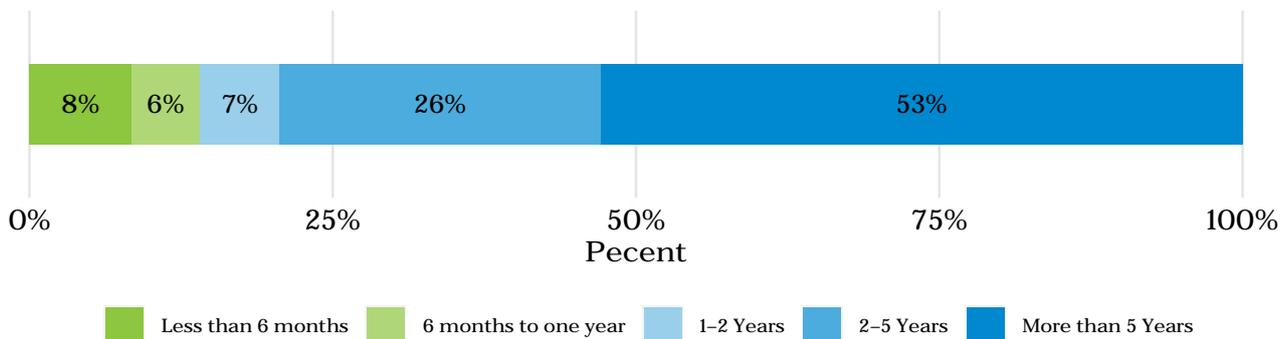


Table 1: Listed Countries

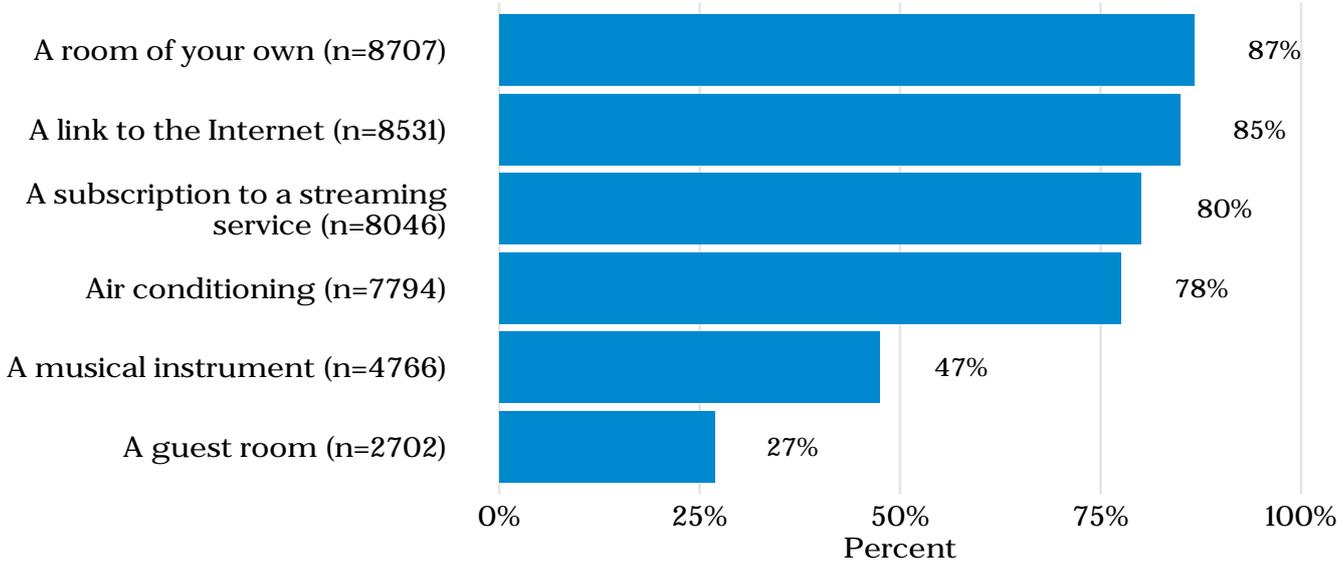
| Country of Birth | n |
|------------------|----|
| India | 68 |
| USA | 40 |
| Jamaica | 26 |
| Pakistan | 25 |
| Nigeria | 23 |
| Syria | 21 |

Respondents who were not born in Canada also indicated the countries in which they were born. As Table 1 shows, the largest group was born in India (68), followed by the United States of America (40).



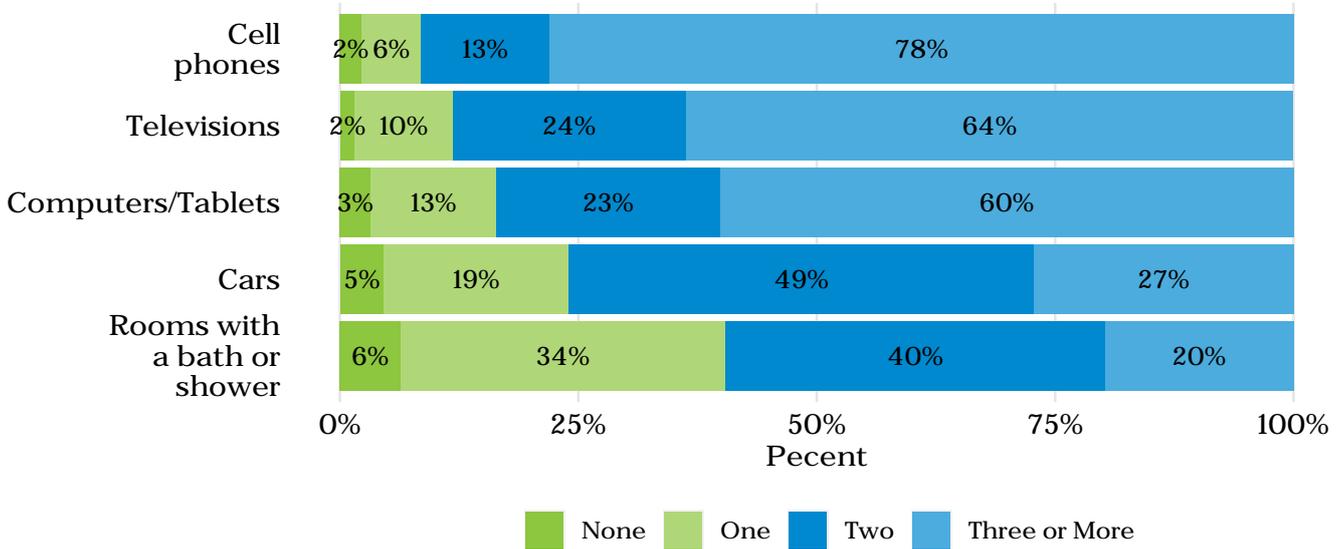
12: In your home do you have:

The figure below shows what the respondents have at home. The top 3 items are a private room (87%), an internet connection (85%), and a subscription to a streaming service like Netflix and CraveTV (80%).



13: How many of the following are in your home

The figure below shows the number of possessions in the respondents' households. Most respondents said they owned three or more cell phones (78%), and televisions (64%).

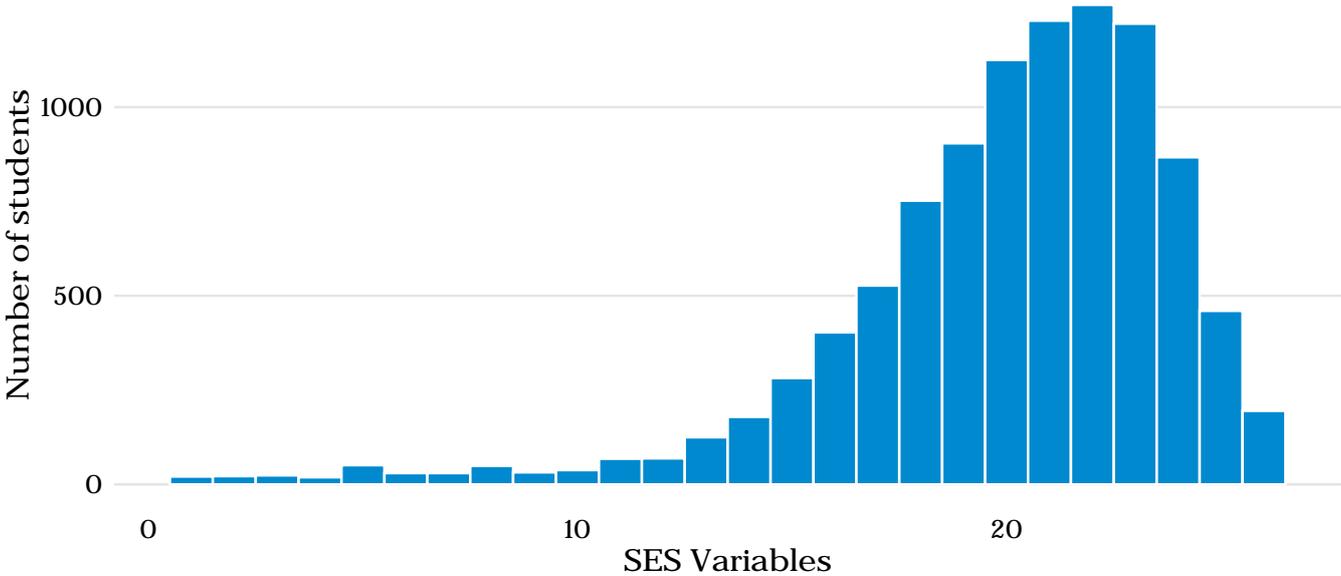


14: Socio-Economic Status (SES)

The questions related to possessions in the home are taken from the Program for International Student Assessment (PISA) measure of wealth¹. This has been shown to be a valid and reliable measure of the socio-economic status (SES) of students.

When combined into a single measure we get score that ranges from 0-21 . The following chart shows the distribution of the socio-economic status (SES) variable and demonstrated that when aggregated to a single score, the SES measure will help distinguish students from the high and low ends of the SES spectrum.

SES Aggregate Variable

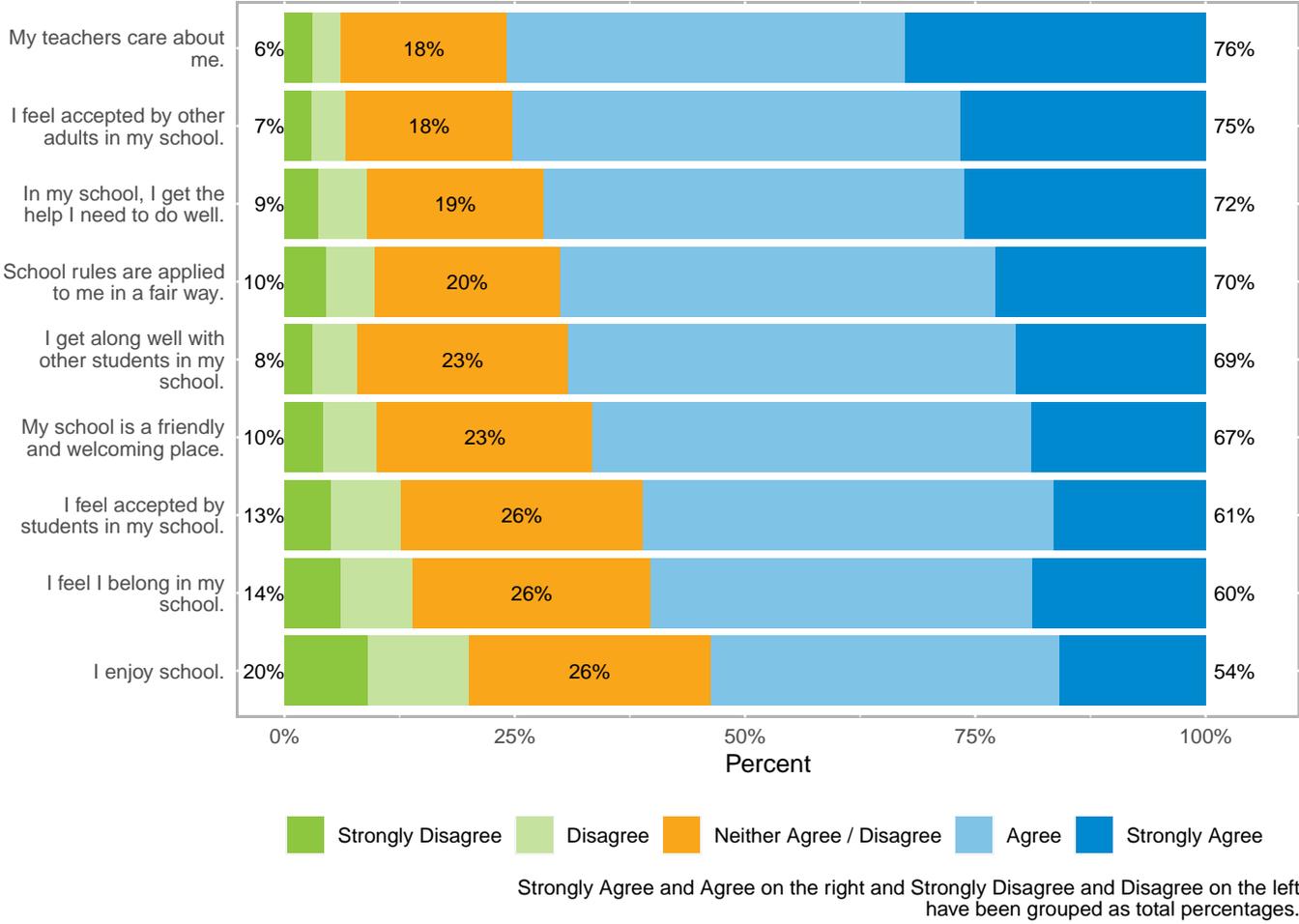


¹https://www.oecd.org/pisa/data/pisa2018technicalreport/PISA2018_Technical-Report-Chapter-16-Background-Questionnaires.pdf



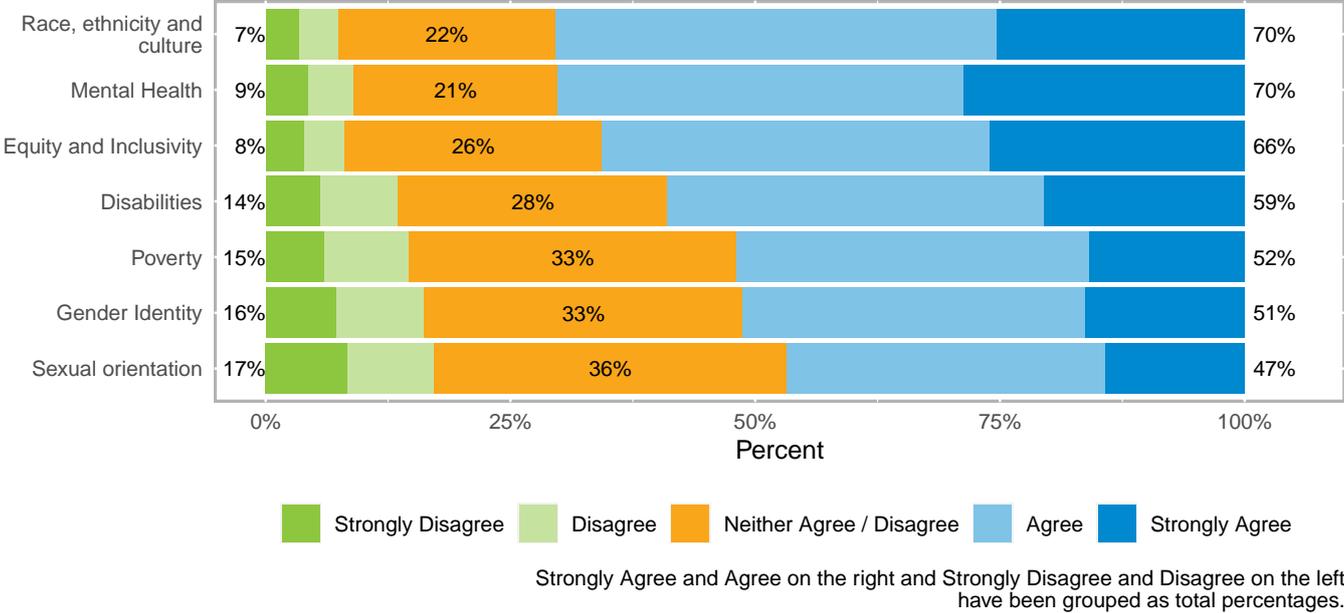
15: How do you feel about your school? (Grades 4–12)

In the figure below, most respondents felt that their teachers cared about them (76%) and that they were accepted by other adults in their school (75%).



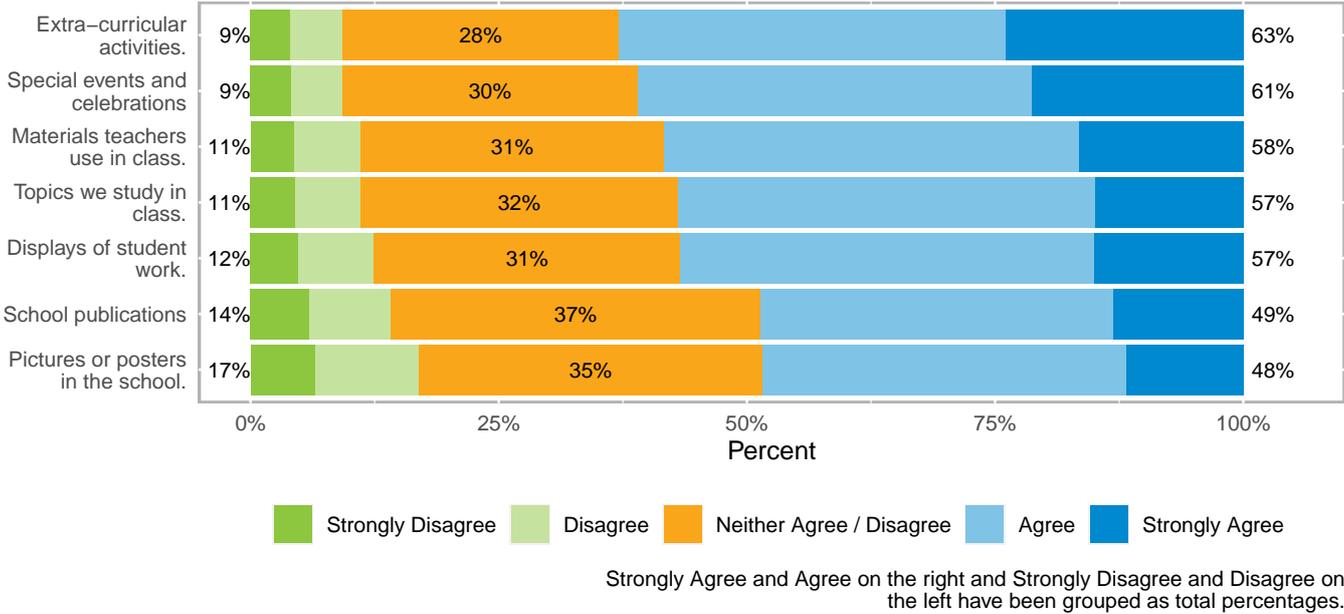
16: At my school, I am encouraged to think or learn about human rights/social justice issues related to: (Grades 4–12)

In the figure below, the top three issues are race, ethnicity and culture (70%), mental health (70%), and equity and inclusivity (66%).



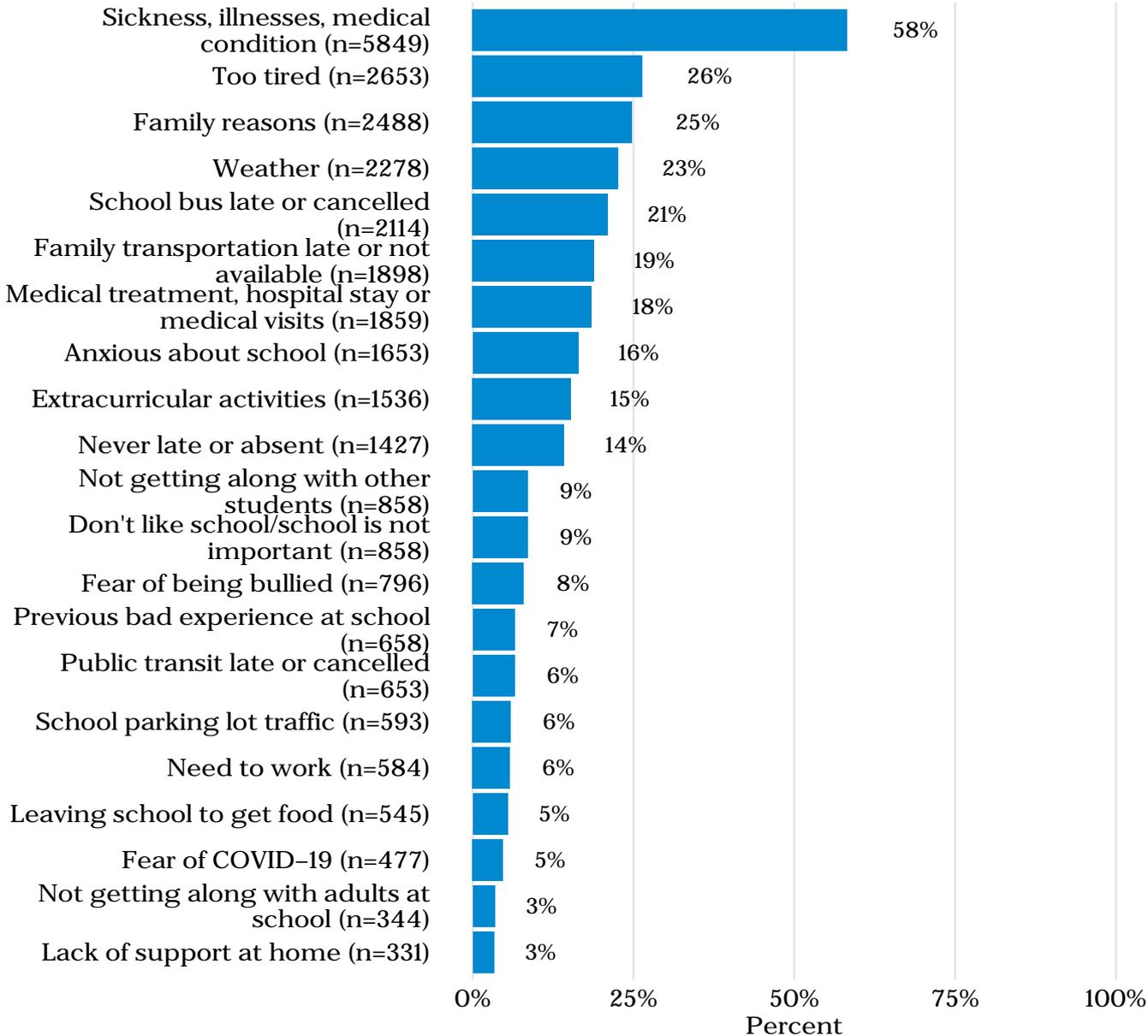
17: At my school, I see people who look like me reflected positively in: (Grades 4–12)

In the figure below, most respondents (63%) prefer extracurricular activities (e.g., sports, arts, clubs) and special events and celebrations (61%).



18: What are the main reasons that make you late or absent from school? (Grades 4–12)

The figure below shows why respondents are late or absent from school. The top 4 are sickness, illness, medical condition (58%), being too tired (26%), family reasons such as the need to help around the house (25%), and weather (23%). Problems with adults at school and a lack of support at home are the least mentioned by respondents, at 3% each.



Respondents were able to select more than one option resulting in total percentages more than 100%

Appendix A: Demographics by County

Results with cells that have less than 15 individuals have been suppressed with a '-' symbol.

Table 2: Do you identify as Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nations, Métis, and/or Inuit?

| | GEDSB (n=10051) | Brant (n=1297) | Brantford (n=4441) | Haldimand (n=2060) | Norfolk (n=2253) |
|-----|----------------------------|---------------------------|-------------------------------|-------------------------------|-----------------------------|
| No | 88% | 92% | 86% | 88% | 91% |
| Yes | 12% | 8% | 14% | 12% | 9% |

Table 3: Students who identified as Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nations, Metis, or Inuit

| | GEDSB (n=1107) | Brant (n=67) | Brantford (n=601) | Haldimand (n=242) | Norfolk (n=197) |
|---|---------------------------|-------------------------|------------------------------|------------------------------|----------------------------|
| First Nations | 30% | 45% | 27% | 29% | 36% |
| Inuit | 3% | - | 2% | - | - |
| Metis | 7% | - | 6% | 8% | 9% |
| Mississaugas of the Credit First Nation | 9% | - | 8% | 12% | 8% |
| Six Nations of the Grand River | 51% | 39% | 57% | 49% | 43% |

Table 4: Which race category best describes you?

| Race Category | GEDSB (n=10774) | Brant (n=1361) | Brantford (n=4880) | Haldimand (n=2200) | Norfolk (n=2333) |
|----------------------|----------------------------|---------------------------|-------------------------------|-------------------------------|-----------------------------|
| **Indigenous | 6% | 3% | 8% | 7% | 4% |
| Black | 6% | 4% | 8% | 4% | 4% |
| East/Southeast Asian | 2% | 2% | 3% | 1% | 2% |
| Latino | 1% | 2% | 1% | 1% | 1% |
| Middle Eastern | 2% | 2% | 2% | 2% | 1% |
| Multiracial | 5% | 5% | 7% | 5% | 4% |
| South Asian | 5% | 8% | 7% | 3% | 1% |
| White | 72% | 76% | 63% | 78% | 83% |





** Note:

For the purposes of this report, references to the term Indigenous includes Six Nations of the Grand River, Mississaugas of the Credit First Nation, First Nations, Metis and Inuit.

Table 5: What is your ethnic or cultural origin(s)?

| Ethnic or Cultural Origin(s) | GEDSB (n=16444) | Brant (n=2051) | Brantford (n=7173) | Haldimand (n=3511) | Norfolk (n=3709) |
|-------------------------------------|----------------------------|---------------------------|-------------------------------|-------------------------------|-----------------------------|
| **Indigenous | 3% | 1% | 4% | 4% | 2% |
| Anishnaabe | 0 | - | - | - | - |
| Armenian | 0 | - | 0 | - | - |
| Belgian | 1% | - | - | - | 2% |
| Canadian | 49% | 52% | 47% | 48% | 52% |
| Chinese | 1% | - | 1% | - | 1% |
| Dutch | 4% | 4% | 3% | 4% | 4% |
| East Indian | 1% | 2% | 2% | - | - |
| Egyptian | 0 | - | - | - | - |
| English | 11% | 11% | 11% | 11% | 11% |
| Filipino | 0 | - | 0 | - | - |
| First Nations | 2% | 1% | 2% | 2% | 1% |
| French | 3% | 2% | 3% | 4% | 3% |
| Haudenosaunee | 1% | - | 1% | 1% | - |
| Hungarian | 1% | 1% | 1% | 1% | 1% |
| Inuit | 0 | - | - | - | - |
| Irish | 6% | 6% | 7% | 7% | 6% |
| Italian | 2% | 3% | 3% | 3% | 1% |
| Mennonite | 0 | - | - | - | 1% |
| Metis | 0 | - | 0 | - | - |
| Mexican | 1% | - | 0 | - | 1% |
| Pakistani | 1% | 1% | 1% | 1% | - |
| Palestinian | 0 | - | 0 | - | - |
| Polish | 1% | 2% | 2% | 1% | 1% |
| Portuguese | 1% | 1% | 1% | 1% | 1% |
| Scottish | 7% | 7% | 7% | 8% | 6% |
| South African | 0 | - | 1% | - | - |
| Ukrainian | 2% | 1% | 1% | 2% | 2% |

Learn

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Inspire

Table 5: What is your ethnic or cultural origin(s)?

| Ethnic or Cultural Origin(s) | GEDSB (n=16444) | Brant (n=2051) | Brantford (n=7173) | Haldimand (n=3511) | Norfolk (n=3709) |
|------------------------------|--------------------|-------------------|-----------------------|-----------------------|---------------------|
| Welsh | 1% | 1% | 1% | 1% | 1% |

Table 6: What is your religion and/or spiritual affiliation?

| Religion/Spiritual Affiliation | GEDSB (n=9434) | Brant (n=1214) | Brantford (n=4154) | Haldimand (n=1956) | Norfolk (n=2110) |
|--------------------------------|-------------------|-------------------|-----------------------|-----------------------|---------------------|
| **Indigenous | 4% | 1% | 5% | 4% | 3% |
| Buddhist | 1% | - | 1% | - | - |
| Christian | 25% | 21% | 22% | 28% | 29% |
| Hindu | 2% | 4% | 3% | - | - |
| Jewish | 1% | - | 1% | - | - |
| Muslim | 4% | 3% | 6% | 4% | 1% |
| No religion | 62% | 66% | 60% | 62% | 65% |
| Sikh | 2% | 4% | 3% | - | - |

Table 7: How do you identify your sexual orientation?

| Sexual Orientation | GEDSB (n=5694) | Brant (n=637) | Brantford (n=2597) | Haldimand (n=1302) | Norfolk (n=1158) |
|--------------------|-------------------|------------------|-----------------------|-----------------------|---------------------|
| Asexual | 4% | 3% | 4% | 4% | 5% |
| Bisexual | 9% | 7% | 11% | 9% | 9% |
| Gay | 2% | - | 2% | 1% | 2% |
| Lesbian | 2% | - | 2% | 1% | 3% |
| Pansexual | 4% | 4% | 4% | 4% | 4% |
| Questioning | 5% | 5% | 5% | 4% | 4% |
| Straight | 70% | 73% | 68% | 73% | 70% |
| Unsure of question | 4% | 4% | 5% | 3% | 4% |

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Table 8: How do you identify your gender?

| Gender | GEDSB (n=5641) | Brant (n =633) | Brantford (n =2616) | Haldimand (n =1262) | Norfolk (n =1130) |
|-------------|-------------------|-------------------|------------------------|------------------------|----------------------|
| Female | 46% | 47% | 45% | 49% | 43% |
| Male | 46% | 45% | 46% | 45% | 49% |
| Non-binary | 3% | 3% | 3% | 3% | 3% |
| Questioning | 2% | - | 2% | 2% | 2% |
| Transgender | 2% | - | 3% | 1% | 2% |
| Two Spirit | 1% | - | 1% | - | - |

Table 9: Do you consider yourself to be a person with a Disability?

| Disability | GEDSB (n=9976) | Brant (n=1278) | Brantford (n=4410) | Haldimand (n=2047) | Norfolk (n=2241) |
|---------------------------------|-------------------|-------------------|-----------------------|-----------------------|---------------------|
| I don't understand the question | 3% | 3% | 3% | 3% | 3% |
| No | 71% | 75% | 70% | 72% | 71% |
| Not sure | 15% | 13% | 15% | 15% | 14% |
| Yes | 11% | 9% | 12% | 11% | 12% |

Table 10: Were you born in Canada?

| Born in Canada | GEDSB (n=9986) | Brant (n=1284) | Brantford (n=4418) | Haldimand (n=2044) | Norfolk (n=2240) |
|----------------|-------------------|-------------------|-----------------------|-----------------------|---------------------|
| No | 6% | 4% | 8% | 4% | 3% |
| Yes | 94% | 96% | 92% | 96% | 97% |

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Table 11: Are you currently:

| Currently | GEDSB (n=523) | Brant (n=48) | Brantford (n=344) | Haldimand (n=67) | Norfolk (n=64) |
|-------------------------------------|------------------|-----------------|----------------------|---------------------|-------------------|
| Canadian citizen | 50% | 50% | 51% | 40% | 56% |
| Not sure | 20% | - | - | - | - |
| Landed immigrant/permanent resident | 14% | - | 7% | - | - |
| I do not understand this question | 9% | - | 17% | - | - |
| International student | 2% | 35% | 18% | 22% | - |
| Refugee claimant | 2% | - | - | - | - |
| Haudenosaunee off reserve | 1% | - | - | - | - |
| First Nations | 1% | - | - | - | - |
| Haudenosaunee on reserve | 1% | - | - | - | - |

Table 12: How long have you been in Canada?

| Canada | GEDSB (n=548) | Brantford (n=358) | Haldimand (n=71) | Norfolk (n=68) | Brant (n=51) |
|----------------------|------------------|----------------------|---------------------|-------------------|-----------------|
| More than 5 Years | 53% | 53% | 56% | 49% | 51% |
| 2-5 Years | 26% | 27% | 27% | 22% | - |
| Less than 6 months | 8% | 7% | - | - | - |
| 1-2 Years | 7% | 7% | - | - | - |
| 6 months to one year | 6% | 6% | - | - | - |

Table 13: In what country were you born?

| Top 5 Countries | GEDSB (n=398) | Brantford (n=270) | Norfolk (n=45) | Brant (n=36) | Haldimand (n=47) |
|-----------------|------------------|----------------------|-------------------|-----------------|---------------------|
| India | 17% | 21% | - | - | - |
| USA | 10% | 8% | - | - | - |
| Jamaica | 7% | 7% | - | - | - |
| Pakistan | 6% | 7% | - | - | - |
| Nigeria | 6% | - | - | - | - |

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Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum and Student Achievement
RE: **Reading Intervention – Systematic and Evidence Based Reading Program**
DATE: October 16, 2023

Background Information

In response to the Ontario Human Rights Commission, Right to Read Inquiry Report, the Grand Erie District School Board responded in multiple ways. One response included the selection of a Levelled Literacy Reading Intervention program and established criteria for primary students across to deliver an intensive reading intervention program to a total of 154 students, demonstrating a need in reading and/or writing as assessed through BAS and/or the ELAT (Phonological Awareness Skills)

The Reading Intervention program assessed students' reading behaviours in response to intentionally selected next steps from the Fountas and Pinnell Literacy Continuum based on assessment results. The intentionally selected focus groups were delivered an evidence-based reading program by a Reading Resource Intervention Teacher two to three times a week, in small groups for 30-40 minutes of intentional, explicit, and systematic reading instruction focusing on Fountas and Pinnell Levelled Literacy Intervention (LLI) program.

Professional Development

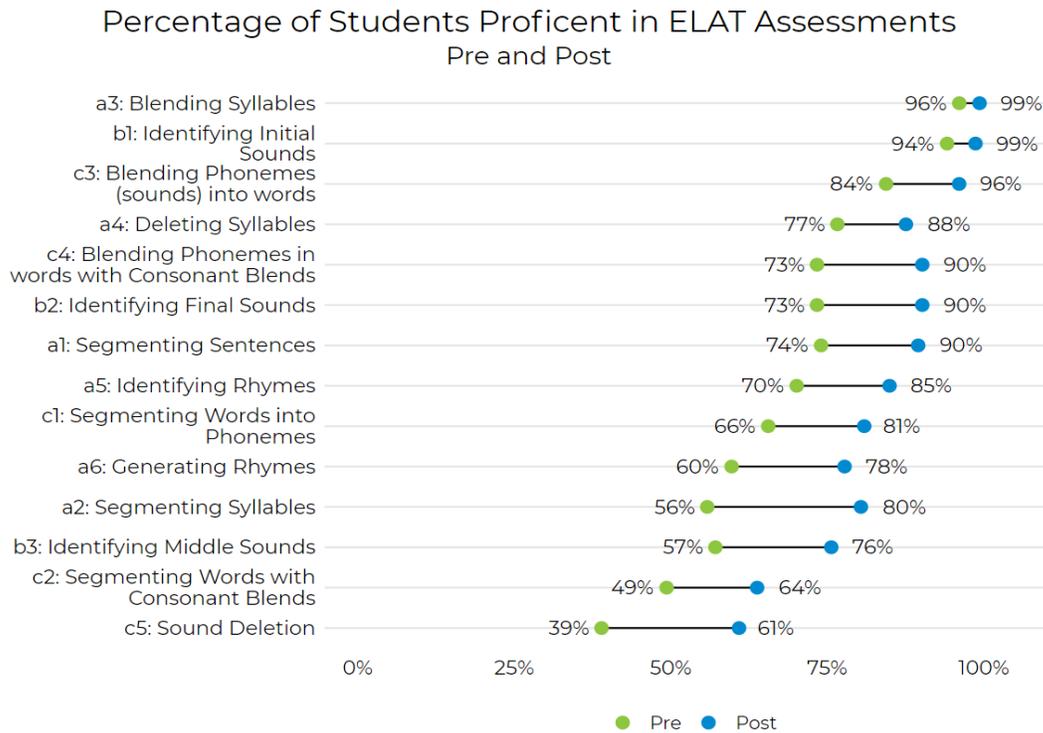
The focus included intentional, systematic and explicit instruction in the areas of thinking about, beyond and within the text, phonics instruction and assessment using the Benchmark Assessment System (BAS), Grand Erie's Early Literacy Assessment Tool (ELAT) and Levelled Literacy Intervention (LLI) Program.

Resources

| Resource | Description |
|---------------------------------------|---|
| Benchmark Assessment System (BAS) | The resource supports understanding of students' independent and instructional reading levels. The assessment allows educators to observe student reading behaviours one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions connecting assessment to instruction. |
| Early Literacy Assessment Tool (ELAT) | The tool is for educators to collect assessment data on their students, to enable them to provide responsive and intentional learning opportunities with early literacy skills. It is a part of ongoing, authentic assessment. intended to inform educator practice. |
| Levelled Literacy Intervention | The resource provides explicit and systematic short-term, supplementary, small-group literacy intervention designed to help readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. |

| | |
|-----------------------|---|
| Prompting Guides | The guides provide precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing. |
| When Readers Struggle | The Fountas and Pinnell tool supports in whole-class settings, with a focus on small-group intervention and individual interactions during reading and writing. |

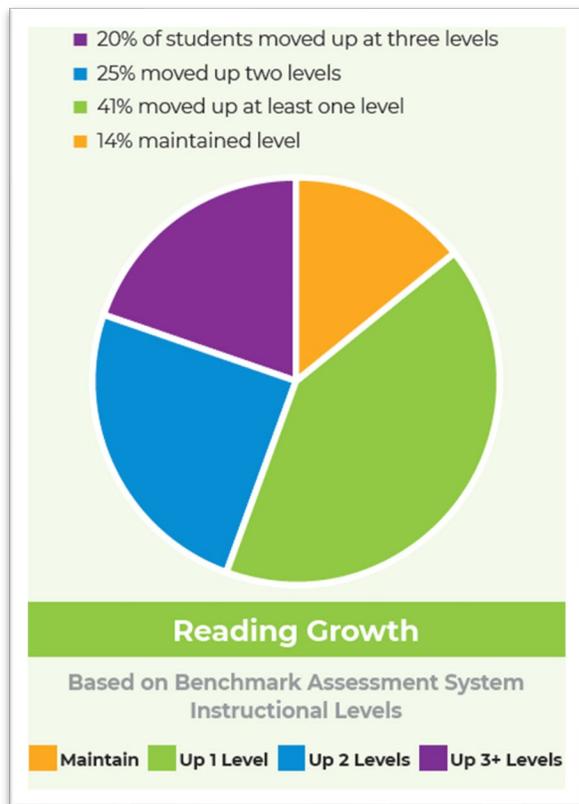
Pre and Post ELAT Assessment Data Results



The above bar graph displays the progression of proficiency within the sections of the ELAT. Results indicate that the intervention program increased the level of success in the areas of phonological, and phonemic awareness for all students.

Pre and Post BAS Assessment Data Results

The graph displays BAS instructional level improvement. Most students made gains of at least one level.



Using weekly reading and writing running records, educators noticed the improvement of students' literacy skills in both reading and writing in the areas of:

- Reading confidence
- Phonological awareness and phonics skills
- Decoding
- Reading accuracy
- Reading fluency
- Writing in response to reading
- Writing in response to phonological and phonemic awareness skills

Summary

The reading intervention program provided explicit instruction in **phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing**. Resulting in improved student confidence and achievement in the areas of reading and writing. Evidence based programs such as LLI are effective reading intervention tools when delivered systematically and explicitly.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on building a culture of learning specifically in the area of literacy.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum and Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum and Student Achievement
RE: **Grand Erie Math Achievement Action Plan (GEMAAP)**
DATE: October 16, 2023

Math Achievement Action Plan

A math strategy has already been part of our 2021-26 Multi-Year Strategic Plan, the Math Achievement Action Plan adds precision to the focus on supporting math learning and improving math achievement across the district. It reflects a collective commitment to support math learning for all students. Math learning and achievement is a focus and a priority.

Key Components of the Plan

1. Curriculum implementation through the intentional use of the Ontario Math Curriculum and high impact instructional practices:
 - The Math Achievement Action Plan builds in connection points to support each school individually, and the district as a whole, is working collaboratively to achieve the goals of the plan
2. Ongoing learning for educators and additional supports through instructional coaches:
 - Ongoing professional development for educators with a learning focus on math curriculum, high-impact instructional practices, assessment and the effective use math resources.
3. A focus on “knowing the learner” to ensure math content, teaching, assessment and support are relevant and responsive:
 - As part of focused professional development, educators will learn more about how to identify and respond to the specific needs of their students
 - School communities will have the opportunity to engage in the learning

Resources to support the Plan

In addition to the professional development and support of instructional coaches, Grand Erie has resources available for school administrators and educators to support math learning. These resources are already in place and in use.

The Math Long Range Plan

This, plan established in 2021, maps out math education for the Grand Erie. The Math Long Range Plan is an internal web-based platform. It is framework to support the implementation of the Ontario Mathematics curriculum.

Lawson Mathematics

Dr. Alex Lawson is a math expert and researcher who has developed resources for educators to understand where their students are mathematically, and what they can do to help move their students forward through a continuum of learning. This approach supports Grand Erie’s Math Achievement Action Plan, and learning in Lawson math continues to be part of math professional development

Building Thinking Classrooms

Developed by a professor of math education, Building Thinking Classrooms is an instructional approach to supporting student thinking and learning. The series includes a number of

engaging practices aligned with high-impact instructional practices that support and amplify the goals of the Math Achievement Action Plan.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on building a culture of learning specifically in the area of Mathematics, Indigenous Education and Graduation Pathways.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum and Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum and Student Achievement
RE: **Curriculum Updates**
DATE: October 16, 2023

Background Information

There are a number of new curriculum updates issued for this year. Below is an overview of the updates and key changes for the 2023-24 school year.

Curriculum Updates

Ontario Language Curriculum Grades 1-8 and Grade 9 English ENL1W

In June 2023, the Ministry of Education issued a new elementary Language curriculum: *The Ontario Curriculum, Grades 1-8: Language, 2023* and the *Grade 9 English ENL1W* course. The new curricula replace *The Ontario Curriculum, Grades 1-8: Language [revised] 2006* and the previous Grade 9 English curricula released in 2007. The revised curricula are informed by recommendations in the Ontario Human Rights Commission, Right to Read Inquiry Report, released in February of 2022.

Overview:

The new curricula are designed to support students in developing the language skills they need to succeed in education and in life, and to encourage students to experience the joy and possibility that literacy learning can ignite. The curricula emphasizes evidence-based systematic and explicit instruction of foundational knowledge and skills, including oral language, word-level reading and spelling, vocabulary, fluency, and comprehension. The curriculum references the importance of:

- Culturally relevant and responsive sustaining pedagogy (CRRSP)
- Developing and refining transferable skills
- A variety of teaching approaches
- Flexible and responsive tiered approach to addressing student learning needs

Key changes include:

Expectations for learning is organized into four interconnected strands or broad areas of learning:

- a. Literacy Connections and Applications
- b. Foundations of Language
- c. Comprehension: Understanding and Responding to Texts
- d. Composition: Expressing and Creating Texts

The new curricula emphasizes the integration of language and literacy development across other subjects and disciplines. In Growing Success, the achievement in elementary Language will be reported as one overall grade or mark, with supporting comments. This supports a cohesive approach between instruction and assessment.

The curricula implementation plan includes:

- Professional development for Grades 1-9 educators, Instructional Coaches and Multi-Language Literacy Coaches
- Collaboration between central teams to develop and provide recommendations related to culturally relevant and responsive resources and sustaining pedagogy.

The new Language and English curricula align with the work of Grand Erie. Knowing each learner, responding to the needs of each learner and the incorporation of research-based, systematic, and explicit instructional practices related to foundational literacy skills in primary continues to be reflected in Grand Erie's Annual Learning and Operating Plan.

Early Reading Screening

PPM 168 Reading Instruction and Early Reading Screening issued July 28, 2023, provides direction on the requirement to complete annual early reading screenings for all students in Year 2 of Kindergarten through Grade 2. Subsequent to the issue of this memorandum, the Ministry of Education stated that while school boards must purchase a Ministry-approved evidence-based screening tool, training and implementation related to the tool would not be mandatory during this school year. When the list of approved screening tools is released by the Ministry of Education, Grand Erie will prepare for implementation in September 2024 that will include professional development.

Grade 6 Social Studies Curriculum - Strengthening Holocaust Education

In November 2022, the Ministry of Education announced a revision to the Grade 6 Social Studies curriculum to combat rising cases of antisemitism in Ontario. The revisions will help student understanding at an earlier age of the impact of acts of hate and human rights violations including the Holocaust. The revised Grade 6 Social Studies curriculum will be implemented during the 2023-24 school year.

Key Changes:

Within the new curriculum, expectations are opportunities for students to learn more about the experiences and contributions of Jewish communities and the impact of antisemitism on these communities. Students will also learn more about the Canadian government response to the Holocaust, acts of hate and human rights violations. To support the effective implementation of the revisions, Grand Erie staff are in the process of gathering resources to support staff and provide opportunities for professional development.

Grade 3 Social Studies Curriculum – Indigenous Learning:

The Grades 1-3 social studies curriculum has been revised to strengthen learning on residential schools and foster greater understanding of the contributions of First Nations, Métis, and Inuit individuals, communities, and Nations to Ontario and Canada while learning about their histories and cultures.

Key Changes:

Within the new curriculum, expectations are opportunities for students to learn how some First Nations, Métis, and Inuit individuals and communities are reclaiming and revitalizing aspects of their identity and culture. Students will learn about the impact that colonization, including the residential school system, had and continues to have on First Nations, Métis, and Inuit individuals and communities. The revised curriculum includes explicit learning about an individual's role, relationship, and responsibility of the environment, as well learning how the natural environment, including physical features and climate has an impact on some contemporary First Nations, Métis, and Inuit communities. Traditions, customs, teachings and celebration amongst First Nations, Métis, and Inuit individuals and communities is also included in the revised curriculum. To support the effective implementation, a review of resources and a professional development plan will be part of the implementation that will focus on local support to reflect Six Nations and Mississaugas of the Credit First Nation facilitated by Indigenous Education team.

Secondary Technology Credit Grade 9 or Grade 10

On March 10, 2023, the Ministry of Education announced a new Ontario Secondary School (OSSD) graduation requirement for students to earn a Grade 9 or 10 Technological Education Credit beginning with students entering Grade 9 in September 2024.

By providing a compulsory credit that can take in Grade 9 or Grade 10, students will have the benefit of early exposure to skilled trades. This can assist students with decisions regarding future pathways and opportunities.

All fourteen of Grand Erie's secondary schools offer the Grade 9, Exploring Technologies course. This course bridges the gap between the elementary science and technology program and the Grade 10 courses in the ten broad-based technological subject areas represented in the curriculum. Exploring Technologies introduces students to technological education in general, exposing them to a range of subject areas. Students in this course work on real-world projects that encompass several different technological areas, using a range of equipment and resources suited to the various areas.

In Grade 10, schools offer courses that build interest in one of the ten subject specific areas and creates interest in our Specialist High Skills Major Programs for Grades 11 and 12. Regardless of the course or grade in Technological Education, students have the opportunity to build transferrable life skills through the curriculum's common strands of: Fundamentals, Skills, Technology, the Environment and Society, and Professional Practice and Career Opportunities.

Ontario Secondary School Literacy Test (OSSLT)

Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the Ontario Secondary School Literacy Test (OSSLT) or by completing the Ontario Secondary School Literacy Course (OSSLC). To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2023-24. As of the 2022-23 school year, the eligibility criteria for the adjudication process for the literacy graduation requirement reverted to the policy as outlined in Ontario Schools, 2016 (p.65-66).

Grade 10 Computer Studies

This year the Ministry of Education announced a new Grade 10 Computer Studies Course: Digital Technologies and Innovations in the Changing World as part of the Ministry of Education's commitment to modernizing education and preparing students for the jobs of tomorrow. The new Digital Technology and Innovations in the Changing World course (ICD2O) replaces Introduction to Computer Studies, Grade 10, Open (ICS2O) and will be implemented starting in September 2023.

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific, and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on building a culture of learning specifically in the area of Literacy, Indigenous Education and Graduation Pathways.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum and Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum and Student Achievement
RE: **Education, Quality and Accountability Office (EQAO) Results 2022-23**
DATE: October 16, 2023

Background

Last spring, Grand Erie District School Board (Grand Erie) Grades 3 and 6 students participated in the provincial assessment of reading, writing and mathematics skills conducted by Ontario’s Education Quality and Accountability Office (EQAO). Teachers administered the computer based EQAO assessment in May and June of 2023. Students completed four language and four mathematics sessions. Responses included single-select, multiple-select, drag and drop, drop-down menu, checklist, and open-response.

EQAO assessments were administered in Grade 9 MTH 1W classes and the Ontario Secondary School Literacy Test (OSSLT) was completed by Grades 10, 11 and non-graduating Grade 12 students.

As compared to the 2021-22 school year, results for Grand Erie showed improvements in Grade 3 reading, Grade 3 and Grade 6 math, and Grade 10 OSSLT. Achievement was maintained in Grade 3 writing and Grade 9 math. There was a <1% decline in Grade 6 reading and math compared to the 2022-23 school year.

Additional Information

The EQAO tests administered beginning in 2021-22 are a substantial change from the previous assessments and are based on new Ontario curriculum for Grades 3, 6 and 9 math. The 2022-23 administration was a second opportunity for students to use the new digitized delivery method and modernized and digitized assessment process.

EQAO Results

Grade 3

| 2021-22 | Reading | Writing | Math |
|------------|---------|---------|------|
| Grand Erie | 62% | 52% | 48% |
| Province | 73% | 65% | 59% |
| 2022-23 | Reading | Writing | Math |
| Grand Erie | 63% | 52% | 50% |
| Province | 73% | 65% | 60% |

EQAO Results

Grade 6

| 2021-22 | Reading | Writing | Math |
|------------|---------|---------|------|
| Grand Erie | 78% | 75% | 34% |
| Province | 85% | 84% | 47% |
| 2022-23 | Reading | Writing | Math |
| Grand Erie | 77% | 74% | 37% |
| Province | 84% | 84% | 50% |

Grade 9

| 2021-22 | | MTH 1W (Gr. 9 Destreamed Math) |
|----------------|--|---------------------------------------|
| Grand Erie | | 39% |
| Province | | 52% |
| 2022-23 | | MTH 1W (Gr. 9 Destreamed Math) |
| Grand Erie | | 39% |
| Province | | 54% |

Grade 10 OSSLT

| 2021-22 | Overall Pass | Academic | Applied |
|----------------|---------------------|-----------------|----------------|
| Grand Erie | 70% | 88% | 48% |
| Province | 82% | 91% | 50% |
| 2022-23 | Overall Pass | Academic | Applied |
| Grand Erie | 76% | 91% | 55% |
| Province | 85% | 91% | 55% |

Strategies outlined in Grand Erie's 2023-24 Annual Learning and Operating Plan focus on providing ongoing professional learning to effectively implement assessment for learning strategies in literacy and mathematics instruction to meet the individual learning needs of every student.

Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum and Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board

FROM: Kevin Graham, Superintendent of Education
Regan Vankerrebroeck, Superintendent of Education

RE: **Student Transitions Update**

DATE: October 16, 2023

Background

School transitions represent new beginnings and new opportunities for supports, by creating experiences where students feel a strong sense of belonging that supports students' well-being, leading to higher achievement rates and positive outcomes of inclusion and identity.

Previously, a Student Transition Working Group comprised of elementary and secondary Administrators was created to specifically focus on identifying existing and new transition strategies. Their work has led to several initiatives that have yielded positive results across the district.

Additional Information

The Student Transition Working Group continued to meet in 2022-23 and developed a guide of recommended best practices and timelines to further measure the impact of transitions and retention strategies. Work last year included but is limited to:

- Communication and Community Relations *Student Recruitment* plan with marketing resources in multiple languages and campaigns throughout the year focused on Grade 8-9 transitions and revised school profiles and school websites
- A guide based on Grand Erie secondary schools' best practices for all schools to reference as an at a glance tool when planning transition opportunities, identifying strategies and structures for recruitment, and establishing key check-in points throughout the year
- Opportunities for elementary/secondary planning at system Administrator meetings and school-based transition meetings
- Ongoing transition plans with Six Nations and Mississaugas of the Credit First Nation
- Retention tracking data that can be sourced and referenced year over year to confirm the impact of the strategies in place and inform next steps
- New strategies aligned with student interests to provide reach ahead credit opportunities for students in Grade 7 and 8. For example, in the Dunnville Secondary (DSS) community, Hairstyling and Aesthetics was offered to students in Grades 7 and 8 at Mapleview Elementary School and Thompson Creek Elementary School after school. 28 of 30 students who took the class enrolled at DSS.

Next Steps

The Student Transition Working Group will continue to meet in 2023/24 to refine best practices and determine new strategies to support school transitions. This will include, but not limited to:

- gather feedback from Grade 8 students as they experience their pre-transition opportunities
- determine programming requests from students to support interests and potential career paths.

- work with community partners to develop supports and programming surrounding a school community, and
- work with the Planning Department to formalize the existing process around projections by identifying and monitoring the factors in the changing environment, trend analysis and documenting the factors/assumptions used for recruitment projections.

Grand Erie Multi-Year Plan

This report supports the Learning and Belonging indicator of Learn Lead Inspire and the following statement: we will build a culture of learning where curiosity and opportunities are nurtured for each learner, and we build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

Respectfully submitted,

Kevin Graham
Superintendent of Education
Regan Vankerrebroeck
Superintendent of Education